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BY THE

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GEO. B. STONE, RESIDENT EDITOR, INDIANAPOLIS.

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VOL. III. INDIANAPOLIS, APRIL, 1858. NO. 4.

INDIANA ASBURY UNIVERSITY.

—
BY PROFESSOR C. NUTT.
—

MR. EDITOR:—Having been requested by Professor M. J. Fletcher to prepare an article upon the history of the above-named institution, for the pages of the *School Journal*, I have consented to do so, although it may require reference to myself more frequently than a due degree of modesty would seem to permit. The reason for the request of Prof. Fletcher was, that having been connected with the University most of the time, for the first twelve years of its existence, it was supposed that I had a better knowledge of the facts than most others.

The Indiana Conference of the M. E. Church took measures, as early as the fall of 1835, for the establishment of an Institution of Learning, which should be subject to its control. A committee was appointed to receive propositions from places which might desire the location of the college. This committee reported at the next conference, which was held at Indianapolis in 1836. The following places accompanied their petitions with subscriptions of funds, for the erection of buildings. Greencastle subscribed \$25,000; Lafayette about the same amount; Madison, Rockville, and Putnamville sums somewhat less. The several propositions were submitted to the conference, which, after hearing the representation from different points, selected Greencastle as the place where the University should be located.

A charter incorporating a Board of Trustees was obtained from the Legislature of 1836 and 1837.

As the charge of sectarianism has been sometimes alleged against the University as an authoritative declaration of its true character, the first section of the charter is here given.

SEC. 1. *Be it enacted by the General Assembly of the State of Indiana*, That a Seminary of Learning shall be, and the same is hereby established, in the town or vicinity of Greencastle, in Putnam county, and State of Indiana, to be known by the name and style of "The Indiana Asbury University," which shall be founded and maintained forever, upon a plan the most suitable for the benefit of the youth of every class of citizens, and of every religious denomination, who shall be freely admitted to equal advantages and privileges of education, and to all the literary honors of said University according to their merit, under the direction of twenty-five Trustees, to-wit: Robert R. Roberts, John Cowgill, A. C. Stevenson, Wm. H. Thornburg, Wm. Talbott, Rees Hardesty, Joseph Crow, John W. Osborn, Thomas Robinson, Hiram E. Talbott, James Montgomery, Daniel Sigler, Isaac Watkins, Tarvin W. Cowgill, Wm. Lee, Wm. K. Cooper, Calvin Fletcher, Gamaliel Taylor, Martin M. Ray, Isaac C. Elston, S. E. Leonard, W. W. Hitt, Joseph A. Wright, T. A. Howard, and Jacob Hays, who with their successors, shall be Trustees of said Institution, and shall hold their first meeting at the place of its location on the first Wednesday of March, 1837.

No institutions of learning can anywhere be found based on a more liberal plan. All classes of citizens, and all religious denominations, enjoy equal advantages and privileges of education and literary honors.

In accordance with the provisions of the charter, the first meeting of the Trustees was held in Greencastle, on Wednesday, the first day of March, 1837. They resolved to open the Preparatory Department on the 6th of June, or as soon thereafter as a suitable teacher could be obtained. The choice of the Board for Preceptor of this Department, fell upon the writer of this, who was then a tutor in Alleghany College, having graduated the fall before. I arrived in Greencastle on the 16th of May, having walked from Putnamville, a distance of five miles, as, at that time, there was no public conveyance to Greencastle. The Preparatory was opened on the 5th of June, in the smaller one of the two rooms of the old town Seminary, a dilapidated building, long since demolished. There were five students present, viz.: O. H. P. Ash, O. Badger, Wm. Stevenson, S. Taylor, and — Osborn, all residents in Greencastle, except O. Badger. A

few more came in during the term, so that at the close in September, the number was fifteen. About the middle of this term the county Seminary, then in an unfinished state, was rented for the use of the College, and occupied until the University building was completed.

At the next meeting of the Trustees, in September, the College Department proper, was organized, and the preceptor of the Preparatory Department was elevated to the chair of Languages, and made acting President. The second term found forty students in attendance, the larger part of whom, were from a distance. The College year was then divided into two sessions of five months each, commencing the first Monday in November and May, leaving April and October as months of vacation. The meetings of the Board of Trustees were semi-annual, at the close of each term. An addition was made to the Faculty in the spring of 1838. Rev. John W. Weakley, a graduate of Augusta College, Ky., was elected preceptor of the Preparatory Department, who entered upon the duties of his station at the beginning of the summer term. Students in regular attendance during this term numbered about sixty. In the fall of this year, the Trustees elected Rev. Matthew Simpson, then Professor of *Natural Science* in Alleghany College, to the Presidency of the Institution, and Professor of Mathematics. He arrived in Greencastle in April, 1839, and took charge of the University at the term in May. The average number of students was about seventy-five. The Catalogue published at the close of this term, shows the whole number for the year to have been one hundred and forty. All the regular classes, usual in Colleges, were formed except the Senior class. The interest of the public in the University and the number of its students continued to increase during the following year, at the close of which, the first graduates received their degrees and diplomas. They were John Wheeler, of Bellefontaine, O., Thomas A. Goodwin, of Brookville, Ind., and James Maddox, in the Scientific Department. This commencement day, the first in its history, was a great day with the friends of the University. Its spacious Chapel in the new building, just completed, whose corner stone had been laid by Henry B. Bascomb, D.D., in 1837, was occupied for the first time, and crowded to its utmost capacity. Dr. Simpson delivered his inaugural, Gov. David Wallace replying in a most beautiful and elegant charge, on giving the keys to the able and worthy

President; after which came the speeches of the graduates, and the conferring of degrees. All were highly gratified with the performances of the day, and the prospects of the Institution.

Another change then took place in the organization of the Faculty. Rev. John W. Weakley resigned his position as preceptor of the Preparatory Department, and Rev. Wm. C. Larrabee, A. M., Principal of the Maine Wesleyan Seminary, was elected to the chair of Mathematics. He arrived at Greencastle in April, 1841, and took charge of his Professorship on the opening of the summer term. He brought with him quite an extensive *cabinet of Geological and Mineralogical specimens*, which have been of essential service to the University.

In the fall of 1842, the Faculty was increased, by the election of John Wheeler, one of the first graduates of the Institution, to the Professorship of Latin Language and Literature; and C. G. Downey to the chair of Natural Science. In the fall of 1844, the Rev. B. F. Tefft was elected to the chair of Greek Language and Literature, made vacant by the resignation of Professor Nutt. Dr. Simpson continued in the Presidency of the University till the summer of 1848, when he resigned, and Wm. C. Larrabee was acting President for one year. In 1849, Rev. L. W. Berry was elected to the Presidency of the University, and resigned in 1854. Dr. Curry was elected and entered upon the duties of President in 1855, and resigned in 1857; and the Rev. C. Nutt, the first teacher in the Institution, is at present Vice President, and acting President of the University.

The average number of students for the last ten years, has been three hundred. Each year, from 1840 until 1857, a Senior class, respectable for numbers, has gone forth from its halls, with the accustomed literary honors, the members of which are filling important positions in Church and State, with honor to themselves and the University.

THE LAW DEPARTMENT was opened under the charge of the Hon. John A. Matson, in the year 1853, and has been in successful operation ever since. Judge Matson resigned in 1854, and the Hon. Judge Downey, of Rising Sun, was elected to fill the vacancy, under whose care this department continues to prosper.

A CHINESE PROVERB.—You cannot prevent the birds of sadness from flying over your head, but you may prevent them from stopping to build their nests in your hair.

NOAH WEBSTER AND THE BIBLE.

Italics, Mite, Chrysoprasus.

Farmer Homespun called one day on his minister and asked him to preach a sermon on a certain theological non-essential. He added that he felt constrained to make this request because he had discovered the theme he proposed printed in the Bible in *Italics*. When the minister ventured to suggest that biblical Italics, so far from proving a doctrine essential—were only used to show that the words where they occur are not found at all in the original Scriptures, the farmer appealed to Noah Webster.

Straightway turning to the quarto "Unabridged," the clergyman read with wide-eyed wonder these words: "*Italics* are used to distinguish words for emphasis, importance, antithesis, &c.," and nothing further in the way of definition. There was nothing to intimate that sloping types mean anything else in the Bible than in other books, that is "emphasis, importance, antithesis, &c." In other circumstances the pastor might have referred the inquirer to Commentators and Bible Dictionaries, but his own eyes had been blinded by a copy of Webster from the publishers, so that they had endorsed that work as the best possible,—worthy to supersede all others, and to be never itself superseded, &c.

Hence he was speechless while the husbandman went on, saying—I ask no more, my pastor, than that you will present the doctrine I have at heart, as set forth in the word of God, according to Webster, in such a manner as to "distinguish it for emphasis and importance."

Less than this I can not ask, Mr. Minister, added the ploughman—for were there anything peculiar in the biblical use of Italics, Webster would have said so. Thus, throughout his lexicon I have observed special explanations as to the meaning of words "in Scripture." Then in proof of this assertion, seeking in Webster the word *Mite*, he read as its second definition, "*In Scripture*, a small piece of money, the quarter of a denarius, or about seven English farthings." He also said he could show many other definitions prefaced by the words "*In Scripture*," but the minister told him it was needless.

Yet, continued the countryman, one thing in the Websterian definition of *Mite*, as used in Scripture, puzzles me. What is

that? inquired the clergyman. The answer was—Why, Webster *contradicts* the Bible, for he says a mite in Scripture is about seven farthings, while the Bible says that a mite is only the half of one farthing. Opening then a Testament at Mark, ch. 12, v. 42, he read thus: “She threw in two mites which make a farthing.”

But, said the preacher, farthing in Scripture is used in a peculiar sense. There is no “Thus saith Noah Webster” for that, rejoined the other. I have seen his definition of farthing. It contains no intimation that its scriptural signification is peculiar. Yet, he continued, I would gladly learn what the lexicons of the original Greek testify as to the value of “Mite.” The clergyman, confident he could now demonstrate the accuracy of his great American lexicographer, took down Robinson’s New Testament lexicon, which is without a rival in its department, and tracing out the Greek word for mite, read as follows: “Its value was equal to about one-fifth of one cent, or three-eighths of one farthing.” Why, said the laymen, herein is a marvelous thing! Webster disagrees with your original lexicon even more than with the Bible. He reckons a mite at fourteen times more than the sacred writer, and above eighteen times more than your Greek standard. Worse and worse. If Webster, though “revised anew” by a professor in Yale, who is even author of a Greek grammar, stumbles thus on the threshold in Greek, how can I think this book worthy of its reputation? It appears that Webster, assured that he was wiser than the seven and forty translators of our authorized version, published a Bible of his own, and yet died believing the widow’s mite to be as much more than it was as twenty cents are more than one. How can my faith in his *ipse dixit* be implicit? I must say to myself: He that can not tithe mint, anise, and cummin, what can he do with weightier matters?

But, said the visitor, I interrupt your studies too long, but will ask you one question more. As we were reading the Bible last Sabbath evening, it came to the turn of my boy who has begun studying Greek, to read in the last chapter but one in Revelation, the names of the celestial foundation stones. Now, he called the tenth stone, *Chrysoprasus*, accenting the third syllable from the end. We said he pronounced it wrong, but he talked gibberish about a vowel before a single consonant as short, and if short, not accented. Then I bade his sister bring me—as

a judge to end the strife—Webster's Unabridged, which I had bought on our pastor's recommendation, as the prince and pope of lexicographers. So I looked—and we all looked—but there was no such word as *Chrysoprasus* to be detected in that corpulent quarto, which one would think had devoured all the words in the world. Meantime, my Greek boy taking his Worcester, there found the *chrysoprasus* we had vainly sought in the tome of twice its bulk, and proved his pronounciation correct.

However, rejoined the minister, I find *Chrysopraxe* in Webster. What help is that, answered the other, for teaching me to pronounce *Chrysoprasus*? It is a guide that would lead every English scholar to mispronounce a word he finds in his Bible. That I can not deny, said the pastor, but in *Webster's* bible, a copy of which he had by this time taken from his book-case, there is no *Chrysoprasus*, but only *Chrysopraxe*. Can one sin be an excuse for another? asked the farmer. What if Webster had printed "Jesus" in his Dictionary as *Jese*—would it avail him to say that he had also so mutilated that name in his Bible? Webster's bible—which I never saw—dropped still-born from the press, and never began to be a standard. Had the public been as competent to judge of the Dictionary as they were of the translation, the former, I fear, would have shared in the silent contempt with which men have passed by the latter.

Most eavesdroppers at this conversation would take sides with the farmer. But whoever—like the present writer—has had occasion to mark Webster's multitudinous blunders, in pronounciation, spelling, and definition—his misquotations even from Milton and Pope—his mistakes in historical facts—his lack of analysis, or his false analysis—his vague or visionary etymologies—his antiquated or unreliable authorities—his masses of irrelevant matter, and his bearing, like the Turk, no brother near the throne, such will be satisfied that Webster has been accepted and praised by the public, only as the worst food is welcomed by the hunger-bitten, and will see new significance in the exclamation of King Lear:—

"The art of our necessities is strange,
That can make *vile* things precious."

Prof. J. D. BUTLER.

EACH day brings its labor, and happy is he who loves his duty too well to neglect it.

FORT WAYNE AND VICINITY.

Until within the last two years the only way of reaching Ft. Wayne from a distance has been by Canal, Stage-coach, or private conveyance, and consequently little, beyond the gleanings of hearsay, has been known of it abroad, except that it was at one time a battle-ground, and what little has been heard of it has not always been in its favor. Owing to the want of facilities for traveling, few persons visited it, except those who were called to or through it on business. But our Railroads have given us access to the world and at the same time afforded the world an opportunity of taking a peep at the old battle-ground.

Consequently many strangers, to their astonishment, have found a city of some ten thousand inhabitants, standing where they supposed there was little else than an old dilapidated Fort, a few Dutch shanties, and the whole scene rendered supremely dismal by the innumerable frog-ponds and swamps which filled the whole country with fever and ague—to say nothing of the long catalogue of poisonous insects, reptiles, &c.

Among Southerners in former days an inhabitant of the Wabash valley was expected to present the best possible representation of a living, walking cadaver. These gloomy impressions are now beginning to vanish, and men can sometimes dare to visit the place without thinking it necessary to make their “will” before leaving home; especially as they can now readily make their escape, in case any of the prodigies of this fatal region should threaten them.

So much for former impressions of Fort Wayne.

My principal object is, to give the readers of the *Journal* a few items in regard to educational movements in Fort Wayne. Until within the last year or two this city has never built or owned a school-house—at least I have never seen or heard of any such thing—and she has never had a public school, with the exception of little catch-penny concerns held in hired rooms during the winter season. We have had our Jail, Recorder's office, Clerk's office, and shabby old Court House, and I have heard of a Poor house somewhere in the vicinity, but we have had no school building open to all, where the poor children of the city might receive a good moral and intellectual training instead of growing up on the streets as candidates for the Poor

house or Penitentiary. It is certainly a remarkable phenomenon that a town should wait until it has ten thousand inhabitants, before any facilities are provided for the education of the masses. Let it not be supposed, however, that all the inhabitants are to blame for this disgraceful state of affairs.

I am informed that during former years many and zealous efforts have been made to establish Common Schools, where all the children of the city might receive an education; but every effort has been frustrated by the opposition of those who "love darkness rather than light," and who have made themselves notorious in the principal cities of the United States by their bitter and fanatical opposition to public educational movements. True, during the period of the city's darkness, the Methodists, Lutherans, Catholics, and Presbyterians all have had denominational schools; these have done something for the rich and those who were willing and able to pay tuition; but for the poor and careless they have of course accomplished little. The masses were unprovided for and the city bears the marks of this negligence. The surrounding country, naturally taking Ft. Wayne as the model, has fared even worse than the city. The schools closed when the pitiful ten cent tax was expended. There being schools only three months in the year, it is easy to imagine what kind of teachers were employed.

During the last two or three years the city has been laboring to remove from itself the disgrace of being at least one of the dark corners of Indiana. Despite Papistical influence, by the energy and well directed efforts of a few public-spirited citizens, the city now has two large three-story school buildings, one of them completed and the other nearly so, and in them about 800 pupils and 14 teachers. The buildings are not yet furnished with facilities as numerous and desirable as are found in some older institutions, but they are a great acquisition to Ft. Wayne. The two buildings are capable of holding 1,200 scholars, and had the schools received no check for one year, I doubt not we should have had that number of pupils in attendance. The influence of these schools in no long time would be felt on the country schools.

Our citizens are warmly attached to the school, with the exception above mentioned, and all are disposed to rejoice that a victory was achieved over ignorance and bigotry; but

just at this crisis, when the good influence of the school was beginning to be felt and appreciated, the *fiat* comes from the Supreme Court to the purport that we may educate the children of the wealthy in our private schools, but the children of the poor must be turned out upon the streets to grow up in ignorance and crime. It is certainly a cruel edict, whoever may be responsible for it and whatever its aim, which thus prostrates the schools throughout an entire State, and leaves thousands of children without even the hope of an education unless the difficulty is in some way remedied. There is a talk of sustaining the schools by subscription after the public money fails, but I have no faith in this for anything more than a temporary expedient.

A County Teachers' Association has just been formed after repeated efforts, which, at first, seemed very fruitless, and now appears in a fair way to do good. I am now spending my Saturdays, as far as practicable, in lecturing in the different townships of the county, and, if the labor appears successful, I intend visiting every point I can reach. If this plan was pursued by the teachers throughout the State, I feel very confident the next Legislature would hear from the "dear people" as to whether they are in favor of good schools which shall last nine months in the year. It is time the people were throwing demagogues overboard and looking to their own interests. Teachers have a great work to do in Indiana if it is ever done, and recent occurrences do not lighten the burden. I hope good teachers will stand to their posts and see the battle through, and if they must fall, let them fall "with the harness on." More anon. G.

NOTES BY THE WAY.

THE PUBLIC SCHOOLS OF EVANSVILLE.

We had the pleasure, not long since, of visiting these schools in company with our old friend and class-mate, H. Q. Wheeler, who is the President of the Board of Trustees, and the acting Superintendent.

Mr. W. has been connected with these schools ever since they were organized under their present system; and to him are the people of Evansville indebted, more than to any other man, for

the efficiency of their most excellent schools. He has taken great interest in their success, and has made great personal sacrifices to build up and sustain them ; and we understand that the citizens of Evansville fully appreciate and acknowledge the obligation they are under to him for his exertions in behalf of their graded schools. To his liberality the Evansville High-School is indebted for a neat and handsome set of Philosophical and Chemical apparatus, costing over \$400.

When the effects of the late decision of the Supreme Court swept over the State like a pestilence, crushing the graded schools in all our incorporated towns and cities, and causing anguish of heart to the inhabitants thereof, the schools of Evansville escaped the general destruction. This was in consequence of their holding on to their old city charter.

At the very time the decision was published, that closed the schools in New Albany, Lafayette, Indianapolis, and other places, the citizens of Evansville were about considering the propriety of adopting the general charter for incorporating cities ; thereupon, the question was submitted to a vote of the people, and was made a test whether they would adopt the new charter and thereby destroy their schools, or hold on to their old charter and save them.

The question was hotly contested by the friends and enemies of the schools, and the result was that the new charter party was defeated by a vote of more than two to one.

As an evidence of public sentiment upon the question of taxation to support the schools in the city of Evansville, the individuals who have announced their names as candidates to fill the various city offices, have been very careful to add that "*they are in favor of sustaining the public schools.*" This is a better index of the public feeling in regard to the value of these schools than anything we can offer.

There are twenty-four teachers employed in these schools ; and, take them altogether, they are as efficient a corps of teachers as can be found in any city in the State ; and if we can judge from the recitations we heard, and the good order and general internal workings of the several departments we visited, they will compare favorably with any graded schools in the West, with which we are acquainted.

SULLIVAN TEACHERS' INSTITUTE.—We had the privilege of spending two days with the teachers of Sullivan county, at Carlisle. This county has, heretofore, been regarded as the darkest spot in the whole State, so far as an interest in educational affairs was concerned; but the day has come when the teachers have determined that the dark shade which has so long hovered over their county shall roll away, and that they will emerge into the "glorious light of educational liberty." They are manifesting a commendable zeal upon the subject of Teachers' Institutes, and the improvement of teachers and schools throughout their county. If they only go on as they have begun, and keep the spirit up, they will ere long revolutionize the community.

The meeting was a very interesting one, and was attended by about thirty teachers. Many of the citizens of Carlisle attended the sessions of the Institute, and appeared deeply interested in the exercises. Several important subjects were discussed, such as the "proper age for pupils to commence the study of Grammar in schools;" "the extent to which pupils should be required to pursue the study of Mental Arithmetic before taking up the subject of Written Arithmetic," &c.

The Rev. Mr. Jackson, from Vincennes, delivered an address in the Methodist Church, on Thursday evening, to the teachers and citizens, upon the subject of Mental Improvement. It was an interesting discourse, and was listened to by a large and attentive audience. A lecture was also delivered on Friday afternoon in the same place, upon the subject of Meteorology.

At New Lebanon, in this county, is located the Conference Academy, under the charge of A. P. Allen. At Merom, in the same county, is the Merom Bluff Academy, under the care of the Rev. E. W. Humphreys. Besides, there are quite flourishing schools at Sullivan and Carlisle. At the latter place there has been erected, during the last year, a commodious brick school-house.

H. B. W.

MEANS OF SECURING REGULAR ATTENDANCE.

It is often asked by teachers, how shall punctuality and regularity be obtained in school. The following brief extract an-

swers the question. We have known but few teachers who properly appreciate the influence of their own example in this particular, though its effects are so evident that we do not believe an instance can be found where there was a very marked regularity and punctuality on the part of the teacher that this feature was not also impressed upon the school. Mr. Kingsbury, to whom reference is here made, was for thirty years the principal of a private High School for young ladies, in the city of Providence, R. I. He has recently been appointed Commissioner of Schools for that State, and in a social reunion held at Manning Hall, Brown University, on the occasion of his dissolving his connection with the school, he gave a historic sketch of it, in which he made some excellent remarks on the plan pursued by him to secure punctuality. We extract them from the *R. I. Schoolmaster*, for March:

“An account of every minute’s deficiency has been kept, which has resulted in a great degree of success. Many have attended an entire year without one mark against their names, while the marking has been so rigid that if a scholar were half way from the door to her seat when the clock struck she could not escape. A considerable number have attended two years, one three and one quarter years, and another four entire years without a single failure. The teacher has lost at three different times in thirty years, eleven weeks, and has been one minute late, which, as he was within the door as the clock struck, he desired to have taken off from against his name.”

POSSESSIVE CASE.

No. II.

I propose to show in this article how the phrase “For conscience’ sake” has misled some short-sighted writers of Grammars in reference to the manner of forming the possessive singular of nouns that end in *ce*, *nce*, or *ence*.

“When a noun in the possessive case ends in *ce*, the apostrophic *s* is not added; as, conscience’ sake.”—*Frazer’s Gram.*, p. 26.

"When a noun in the possessive case ends in *ce*, the apostrophe only is retained; as, for conscience' sake."—*Hull's Gram.*, p. 35.

"Many nouns ending in *ce*, add the apostrophe only. Ex.: He suffered for *conscience'* sake."—*Clark's Gram.*, p. 50.

The incorrectness of these assertions will be seen by referring to the following examples:

"T. Pearce's."—*A Journal of Grallon's Life*, p. 134, 1720.

"Wace's romance."—*De Vere's Comp. Philology*, p. 162.

"A justice's court."—*Locke Amsden*, p. 52.

"Maurice's Indian Antiquities."—*Smyth's Un. of the Human Races*, p. 54.

"Eustace's Tour."—*Characteristics of Lit.*, second series, p. 195.

"In our race's infancy."—*Nichol on the Solar System*, p. 22.

"Yet when they're at their race's ends."—*Hudibras*, p. 204.

"Grace's letters."—*Putnam's Mag.*, vol. 3, p. 223.

"Your Grace's station."—*Junius's Letters*, vol. 1, p. 197.

"Your Grace's" occurs in at least nine other places in this work.

"Your Grace's commands."—*Spectator*, vol. 1, p. 197.

"Your Grace's welfare."—*Dict. of Americanisms*, p. 18.

"Horace's slaves."—*Smart's Horace*, vol. 2, p. 195.

"Horace's" occurs in this work in seven other places; also on p. 73 of *Curran and his Contemporaries*, vol. 1, p. 17 of *Francis's Horace*, as well as in numerous places in the different volumes of the *Gentleman's Magazine*.

"Greece's domain."—*Campbell's Poems*, p. 180.

"Wallace's own stream."—*Ibid.*, p. 203.

"Squire Paice's grand dinner."—*Maiden and Married Life of Mary Powell*, p. 103.

"Price's edition."—*Smithsonian Con. to Knowl.*, vol. 8, p. 10.

For more than twenty instances of "Mr. Douce's" see *Gent. Mag.*

For "Laplace's" see *Cosmos*, vol. 1, pp. 48 and 301, vol. 4, p. 157; *An. Sci. Dis.* 1853, p. 369; *Pro. of Am. Asso. for the Adv. Sci.*, August 17, 1849, p. 220; *Foot-Prints of the Creator*, pp. 252 and 253.

For "Dyce's" see *Gent. Mag.*, new series, vol. 6, pp. 240 and 343, and *Putnam's Mag.*, vol. 3, p. 282.

"Your Grace's desires."—*Lowthorp's Abridgment of Phil. Trans.* 1732, vol. 1, p. 564.

"Bruce's saw-mill."—*Owen's Geol. Survey of Wisconsin, &c.*, p. 459.

"Wilberforce's view."—*Ency. of Relig. Knowl.*, p. 85.

"Wilberforce's" may also be found twice in vol. 10 of *Gent. Mag.*, on p. 1, vol. 11, and p. 1, vol. 18.

"Bruce's new work."—*Putnam's Mag.*, vol. p. 693.

"A wight, by hungry fiend made bold,
To farmer Fitz-Maurice's fold,
Did slyly creep."—*Zachos's Speaker*, p. 348.

"Fitz-Maurice's construction."—*An. Sci. Dis.* 1850, p. 28.

"Bruce's" occurs nine times in *Goold Brown's Grammar of English Grammars*; "Brace's" seven times, and "Peirce's" ninety-nine times.

"Prof. Peirce's theory."—*An. Sci. Dis.* 1850, p. 161.

Mr. Smith, taking a more extended view of this subject, says on p. 47 of his *Grammar*:

"Nouns ending in *nee* form the possessive by adding the apostrophe only; as, 'For conscience' sake.'"

This assertion is not at all affected by the examples that have been produced, and must, therefore, be tried by others. Unfortunately, however, for Mr. Smith's reputation, there may be brought numerous examples to prove the incorrectness of his statement.

"John Raunce's."—*Hist. of Ellwood's Life*, 1714, p. 22.

"Mrs. Bounce's ball."—*Putnam's Mag.*, vol. 1, pp. 70 and 73.

"'Twas iron-work upon commission,
For a romance's first edition."

—*Curran and his Contemporaries*, p. 321.

"Constance's intent."—*Campbell's Poems*, p. 45.

"I heard the lance's shivering crash,
As when the whirlwind rends the ash."—*Sir Walter Scott*.

"Vince's Fluxions."—*Vince's Fluxions*, American Preface.

"The King of France's picture."—*Gent. Mag.*, vol. 21, p. 151.

"France's liberal hand."—*Littell's Living Age*, vol. 44, p. 643.

"Dunce's disciples."—*Trench on the Study of Words*, p. 91.

"First give thy faith and plight a prince's word."—*Pope's Homer*, p. 24.

"The world's applause, perhaps the prince's smile."—*Locke Amsden*, p. 44.

"Prince's Digest."—*Gram. of Eng. Gram.*, and *Key to Uncle Tom's Cabin*, p. 242.

For "prince's" see *Spectator*, vol. 1, p. 232; *Alton Locke*, p. 20; *Plutarch's Lives*, pp. 339, 381, 417, 405, and 451. Also for "Prince's" see *Putnam's Mag.*, vol. 1, pp. 196, 204, 205, 207, 211; and *Hume's Hist. of Eng.*, vol. 4, p. 45, vol. 6, pp. 45 and 46.

But *Kirkham*, *Ingersoll*, *Teeters*, and *Pond* have not suffered themselves to be met by any examples that have as yet been adduced—they have taken a still more extended view.

"When a noun in the possessive case ends in *nce*, the *s* is omitted, but the apostrophe is retained; as, 'For conscience' sake.'"—*Kirkham's Grammar*, p. 49.

"When the word ends in *ence*, the *s* should be omitted; as, 'For conscience' sake;' but, observe, the apostrophe is used."—*Ingersoll's Grammar*, p. 26.

"Singular nouns *ence* have only an apostrophe added; as, 'For conscience' sake.'"—*Teeters's Grammar*, p. 42.

"In words ending in *ence* the apostrophe *s* is commonly dropped even in the singular; as, 'For conscience' sake.'"—*Pond's Murray's Grammar*, p. 23.

These assertions are still too sweeping, as the following examples will show:

"Clarence's dream."—*Beauties of Shakes.*, p. 154.

"Clarence's death."—*Putnam's Mag.*, vol. 1, p. 70.

"Florence's" [eating house].—*Knickerbocker Mag.*

"Offence's gilded hand may shove by justice."—*Hamlet*, Act 3, Scene 4.

"A pardon for the offence's sake."—*Hudibras*, p. 288.

"Terence's comedy."—*Smart's Horace*, vol. 2, p. 19.

"What will be each evidence's share."—*Ladies' Diary*, vol. 2, p. 48.

"Ah me! your reverence's sister,

Ten times I carnally have—kissed her."—*Allan Ramsay*.

"Thus sprung some doubt of Providence's sway."—*Powell's Hermit*.

"And sweet Benevolence's mild command."—*Lord Lyttleton*.

"Though boiling beneath a fierce tropical sun,
Or on Lawrence's gridiron very near done."

—*Episodes of Insect Life*, vol. 1, p. 141.

For "Lawrence's" see also *Smyth's Un. Hum. Races*, p. 125; *Smithsonian Con. to Knowledge*, vol. 8, pp. 73 and 92; *Cosmos*, vol. 1, pp. 125, 128, 129, and 135; *Dict. of Americanisms*, p. 214; *Gent. Mag.*, vol. 6, p. 636, vol. 10, p. 43, vol. 11, p. 113.

"William Lawrence's."—*A Journal of Grattan's Life*, 1720, p. 132.

"And there she shall, at Friar Laurence's cell,
Be shriv'd and married."—*Romeo and Juliet*, Act 2, Scene 5.

"Mr. Spence's papers."—*DeMorgan's Calculus*, p. 659.

For "Spence's" see also *Smart's Horace*, vol. 1, p. 27; *Gent. Mag.*, vol. 16, p. 225; vol. 17, p. 345.

Should any one now, to avoid all these examples, make the quoted assertions apply to nouns ending in *ience* or even *ience*, I could refute him by the following quotation from *Saxe's Poems*, p. 189.

"Who guided our feet over Science's bogs,
And led us quite safe through Philosophy's fogs."

Driven from every point, suppose the grammarian should, in his despair, apply the assertion to all nouns ending in *conscience*. I answer that I would write *conscience's admonitions* in preference to *conscience' admonitions*. It is said that Dr. Wardlaw does really use *conscience's*; most probably before some other word than *sake*. Thus we see that what quite a number of grammarians have endeavored to establish as a rule dwindles down to this:

The possessive singular of all nouns ending in *conscience*, and followed by the word *sake*, is formed by the addition of the apostrophe only; as,

"For gospel light, and conscience' sake."—*Hudibras*, p. 93.

Frazee, in his grammar, has "Peace' sake." This is condemned by Mulligan on p. 182 of his work on the *Grammatical Structure of the Eng. Lang.*:

"Peace, in the genitive, ought, we presume, to be spelled peace's, and should certainly be pronounced *peacez*."

Hull, in his grammar, has "convenience' sake," which I consider allowable, although we generally say "for the sake of convenience," also "for the sake of peace." *Appearance' sake* would

likewise be allowable, although "for the sake of appearance" is more common. I have never seen it in print, nor have I ever seen "peace' sake" and "convenience' sake" in any book except a grammar.

W. D. H.

PLANETOIDS.

The following table of planetoids should be added to the one given by us in the June number, 1856.—[See p. 165, vol. 1, *Ind. Sch. Journal*.]

TABLE OF PLANETOIDS, *continued*.

No.	Names.	Discovered.	Discoverer.	Place.
39	Lætitia,.....	February 8, 1856,	Chacornac,...	Paris.
40	Harmonia,...	March 31, 1856,..	Goldschmidt,	Paris.
41	Daphne,.....	May 22, 1856,....	Goldschmidt,	Paris.
42	Isis,	May 23, 1856,....	Pogson,	Oxford, Eng.
43	Ariadne,.....	April 15, 1857,...	Pogson,	Oxford.
44	Nysa,.....	May 27, 1857,....	Goldschmidt,	Paris.
45	Eugenia,....	June 28, 1857,....	Goldschmidt,	Paris.
46	Pales,	August 16, 1857,.	Pogson,	Oxford.
47	Hestia,	Sept'r 15, 1857,..	Luther,.....	Bilk.
48	Twins, No. 1,	Sept'r 19, 1857,..	Goldschmidt,	Paris.
49	Twins, No. 2,	Sept'r 19, 1857,..	Goldschmidt,	Paris.
50	Virginia,....	October 4, 1857,...	Ferguson,...	Washington.
51	_____	_____ 1858,...	_____	Nismes.
52	_____	February 4, 1858,	Goldschmidt,	Paris.

We have not learned the names of the 51st and 52d, nor the exact date or discoverer of the 51st.

W. D. H.

KIDD'S ELOCUTION.—This work by the well-known Cincinnati Elocutionist is *just* out. It is printed for the author by *Winthrop B. Smith & Co.* The work contains 480 pages, and is clearly printed on excellent paper. About one-half of the selections are new, and some of the humorous ones have a decidedly side-splitting effect. We have not space to particularize, but will say that the work is just such a one as we would like to use in advanced classes. We predict for it a great sale.

W. D. H.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

SOLUTION OF No. 54.—BY THE EDITOR.

$$\begin{aligned}x^4-6x^3-58x^2-114x&=11 \\(x^2-3x)^2-67^2-114x&=11 \\(x^2-3x)^2+8x^2-114x&=75x^2+11 \\(x^2-3x)^2+8(x^2-3x)&=75x^2+90x+11 \\(x^2-3x)^2+8(x^2-3x)+16&=75x^2+90x+27 \\x^2-3x+4&=\pm 5\sqrt{3}\pm 3\sqrt{3} \\x^2-(3\pm 5\sqrt{3})x&=-4\pm 3\sqrt{3}, \text{ a quadratic.}\end{aligned}$$

[This problem was solved by *G. W. Hough*. *Benj. Headley* has sent a solution from Simpson's formula.]

SOLUTION OF No. 62.—BY G. W. HOUGH.

Let x =space passed over by hour hand,
Then $12x$ =space passed over by minute hand,
And $720x$ = " " " " second "

1st case. When hour hand is midway between the other two,
 $12x-x=11x$, distance between hour and minute hand.

But $60-x$ =space passed over by second hand.

Hence $60-10x=720x$ we find $x=\frac{6}{73}$ which multiplied by 12 gives the time, $\frac{72}{73}$.

In the 2nd case the second hand comes between the other two. For the same reason we get the Eq. $720x=60+x=\frac{11}{2}x$, whence $12x=\frac{1440}{1427}$.

Third case, we get $720x=60+12x+11x$, whence $12x=\frac{720}{697}$.

[This problem has been solved by *Jacob Staff* and *W. Downs*.]

SOLUTION OF No. 63.—BY W. DOWNS.

Let x =the distance of the required point from the Moon.

Put $238161=d$, $.0125172=r$, and M =the mass of the Earth, whence rM =the mass of the Moon. Since the attraction at any point is equal to the attracting mass divided by the square of the distance, we have

$$\frac{M}{(d-x)^2}=\frac{Mr}{x^2}$$

$$\text{whence } \pm x = \frac{(d-x)\sqrt{r}}{d\sqrt{r} - d(-r \pm \sqrt{r})}$$

$$x = \frac{\sqrt{r} \pm 1}{1 - r}$$

This result shows that there are two points at which the attractions are equal to each other, one between the Earth and Moon, and the other beyond the Moon.

Those who desire the numerical result for the quantities, as given in this problem, will have to make the substitution, for the game will not pay me.

[This problem was also solved by *G. W. Hough* and *Jacob Staff*.]

DEMONSTRATION OF H.—BY JACOB STAFF.

Let A, B, C, and A', B', C' be the given lines which, when produced in the direction CA and C'A' meet in O. To the line O, A, B, C, draw the perpendicular A'a', B'b', C'c', Mm, Nn, and Pp. Draw Mp' perpendicular to Pp crossing Nn in n'. Put OA = a, Oa' = a', Ob' = b', OB = b, Oc' = c', Oc = c and tangent of the angle at O = t.

By similar triangles A'a'B, MmB and A'b'B', AmM, we find

$$Mm = \frac{ta'b(b-a)}{b'b-a'a}, \quad Am = \frac{a'(b-a)(b-a)}{b'b-a'a}, \quad Bm = \frac{b'(b-a')(b-a)}{b'b-a'a}$$

In the same manner we get

$$Nn = \frac{ta'c'(c-a)}{c'c-a'a}, \quad \text{and } An = \frac{a'(c'-a)(c-a)}{c'c-a'a}$$

and also

$$Pp = \frac{tb'c'(c-b)}{c'c-b'b}, \quad \text{and } Bp = \frac{b'(c'-b)(c-b)}{c'c-b'b}$$

As Mn : Mp' :: Nn' : Pp', M, N, P are in a straight line—that is, as

$$\frac{a(c'-a)(c-a)}{c'c-a'a} - \frac{a'(b'-a)(b-a)}{b'b-a'a} : \frac{b'(b-a')(b-a)}{b'b-a'a} - \frac{b'(c'-b)(c-b)}{c'c-b'b}$$

$$:: \frac{ta'c'(c-a)}{c'c-a'a} - \frac{ta'b'(b-a)}{b'b-a'a} : \frac{tb'c'(c-b)}{c'c-b'b} - \frac{ta'b'(b-a)}{b'b-a'a}$$

I performed the reduction of this statement by dividing the second term by the first, and the fourth by the third, and found

the results identical. This is independent of the "Theory of transversals." Although this method seems discouraging at first, yet more than half the apparent trouble is sunk by cancellation. The combinations of letters form rapidly into pairs balancing each other—exhibiting the relations in detail which we some time ago gave in a more summary manner—that manner in which I think a mathematician would most likely apprehend the truth of the proposition.

REMARKS.—Staff says, "The idea I took of 36 was that A went back as far as to *where* B had traveled the first nine days. There is nothing wrong in the reasoning which consists of only two plain steps. That it was 'false from beginning to end,' is rather a *Rhetorical flourish*, and therefore very unmathematical. Half the ingenuity that found out the given angles between the forces were identical with the angles between the ropes in No. 43, might have supplied the 'to where' in 36."

Headley gives 81 feet and 243 feet for the answer to 59.

W. P. T. B. gives for the answers to 62, 59.178 seconds, 30.3159 seconds, and 61.98 seconds after 12.

The first and third results agree with those given by Hough. He gives 23,949 miles and 214,212 miles as the distance from the Earth and Moon respectively of the point required in No. 63.

Staff writes:—"Our remarks upon K from Vince, consider the body to descend from a state of rest or where $v=0$. Mr. Sherwin I think is mistaken in saying that $v=0$ when x is infinite. This would be true if the attraction were simply inversely to the distance; but being inversely as the *square* of the distance would bring us to a different mathematical conclusion."

PROBLEM No. 68.—By G. W. HOUGH.

In a triangle ABC, a line being drawn from the vertex of the acute angle C, to a point D, on the base, so that the segments AD=50 ft., BD=60 ft., as also the angle ABC=115°. To determine the side BC, so that the angle ACD shall be a maximum.

PROBLEM No. 69.—By L. D.

To construct a plane triangle, given the vertical angle, the base, and the distance of the centre of gravity to the intersection of the perpendiculars from the angles to the opposite sides.

PROBLEM No. 70.—By W. DOWNS.

Find a short method of computing simple interest.

MATHEMATICAL WORKS.

(Continued.)

51. *Buxton's Algebra*, pp. 208, London: 1819.
52. *DeMorgan's Bourdon Algebra*, pp. 136, London: 1828.
53. *Fennell's Algebra*, pp. 297, Cambridge, England: 1831.
54. *Hind's Algebra*, pp. 530, Cambridge, England: 1830.
55. *Simpson's Algebra*, pp. 400, London: 1804.
56. *Euler's Algebra*, pp. 593, London: 1828.
57. *Bland's Algebraical Problems*, 9th edition, pp. 461, London: 1849.
(We once had a copy of this work which was published in 1820.)
58. *Murphy's Theory of Algebraical Equations*, pp. 171, London: 1839.
59. *Newton's Algebra*, (in Latin,) pp. 343, Cantabrigiæ: 1707.
60. *Maclaurin's Algebra*, pp. 504, London: 1788.
61. *Haddon's Algebra*, pp. 186, London: 1855.
- 62—63. *Ross's Hirsch's Algebra*, 2 vols., pp. 304 and 384, London: 1827.
64. *Hirsch's Algebraical Problems*, (in German,) 8th edition, pp. 317, Berlin: 1853. (This work first appeared in 1804. Hirsch was born 1765, and died Feb. 11, 1851.)
65. *Lacroix's Complement des Elemens D'Algebre*, pp. 374, 6th edition, Paris: 1835.
66. *Bezout's Algebre avec les Notes De Reynard*, pp. 566, Paris: 1834.
(Reynard's Notes fill 244 pages of this work.)
67. *Cirotde's Lecon's D'Algebre*, pp. 680, 2d edition, Paris: 1854.
68. *Sachs's Key to Hirsch's Al. Problems*, pp. 438, 8th edition, Berlin: 1853.
69. *Ryan's Key to Bonnycastle*, pp. 260, New York: W. E. Dean, 1842.
(Copyrighted in 1825.)
70. *Barley's Key*, pp. 84, Boston: Jenks and Palmer, 1843. (Copyrighted in 1834.)
71. *Green's Key*, pp. 126, Philadelphia: Smith & Peck, 1843. (Copyrighted in 1843.)
72. *Davies's Key*, pp. 99, New York: A. S. Barnes & Co., 1847.
73. *Alsop's Key*, pp. 122, Philadelphia: E. C. & J. Biddle, 1847.
74. *Aylmer's Key to Bridge's Algebra*, pp. 88, Philadelphia: Key & Biddle, 1835.
75. *Robinson's Universal Key*, pp. 167, Cincinnati: E. Morgan & Co., 1844. (Copyrighted in 1844.)
76. *Robinson's Key to his Algebras*, pp. 120, Cincinnati: Jacob Ernst, 1847. (Copyrighted in 1847.)
77. *Thompson's Key to Thompson's Day's Al.*, pp. 60, New Haven: Durrie & Peck, 1847. (Copyrighted in 1843.)
78. *Harney's Key*, pp. 94, Louisville, Ky.: Morton & Griswold, 1841.

79. *Lewis's Key*, pp. 30, Philadelphia: R. E. Peterson & Co., 1852. (Copy-righted in 1852.)
80. *Lawrence's Key*, pp. 125, Auburn: Alden, Beardsley & Co., 1853. (Copy-righted in 1853.)
81. *Emerson's Algebra*, pp. 531, London: 1808. (Preface dated Aug. 1, 1764.)

EDITORIAL MISCELLANY.

THE GRADED SCHOOLS.

Various plans have been adopted in different places in the State, to maintain, as far as possible, graded schools. In Shelbyville alone the plan adopted makes the schools free to those not able to pay. We learn from Mr. James H. Moore, the successful Superintendent of schools in that place, that the plan finally adopted and which promises to be successful was as follows:

A written engagement in the form of a note, without relief from valuation or appraisement laws, was drawn up, the signers of which agree to pay, quarterly, the sums subscribed by themselves. Enough was thus pledged to maintain the Union school in this place, which employs seven teachers. Great confidence is expressed in the successful operation of this plan, which might succeed in a small place like Shelbyville, but would be found impracticable in a city of considerable size. Great credit is due to the citizens of Shelbyville for their energy in sustaining their Union school, which, under the management of Mr. Moore, has been highly successful and popular.

Still another plan has been adopted at Richmond, Wayne co. This is wanting in that most desirable feature of making the schools open to those not able to pay. We give it as it is published by the School Trustees of Richmond.

"The school trustees of this city, wish to announce the following arrangement, made with the present Superintendent, Prof. W. D. Henkle, for the establishment of Schools, upon individual tuition, in accordance with the present graded system of our public schools.

"The public school-houses, or so many as shall be sufficient to accommodate all who wish to send to school, shall be granted free of rent. He shall keep Janitors employed, for the care and protection of the houses and school property, and whose duties shall be the same as the board have adopted in the present organization of the public schools: such

Janitors shall be appointed and continued with the approval of the board, and they shall be responsible to them for the faithful performance of their duties, as at present.

"All teachers shall be responsible for proper care in the preservation of their rooms, furniture, and apparatus, as under the present organization. All incidental expenses to be paid by the superintendent, and the property maintained in good order, ordinary wear and tear alone excepted; all the scholars to be graded and regulated as nearly as practicable, the same as under the present system, and a sufficient number of schools kept open to accommodate all desiring to send. There shall be no schools opened in any of the rooms of the public school-houses, except under this organization.

"The Superintendent to make regular reports to the board, at the expiration of each term, of the condition of all the schools, embracing all the points required under the common school law.

"In consideration of rent free, the bill of prices, for each term, shall be adopted as follows:

High School, residents,	-	-	-	\$5.50	non-residents	\$6.00
Intermediate, "	-	-	-	5.00	"	5.50
Grammar, "	-	-	-	4.00	"	4.50
Secondary, "	-	-	-	3.25	"	3.50
Primary, "	-	-	-	2.75	"	3.00"

We apprehend that this will not succeed. If parents are obliged to send to private schools, they will prefer to select their own teachers. Doubtless this arrangement would give much more thorough schools, and we are glad that an arrangement has been made by which Prof. Henkle has been retained. We were fearful lest he might take advantage of the article in the Constitution of the State which permits emigration. This plan will secure thorough and efficient schools for such of the citizens of Richmond as are able and willing to pay the tuition, and will be far superior to independent and indiscriminate private schools.

In Indianapolis a plan was devised by which the schools will be continued during the present quarter, but which will hardly be attempted longer than that. The public schools in this city will close the 17th of April. The method adopted here has been published in a previous number of the *School Journal*, and it is not necessary to repeat it. The result, in this city, is that a large deficit is found in the amount necessary to sustain the schools; \$3,700 was subscribed, while only about \$2,800 has been as yet collected. The causes of the failure of the plan adopted here was mainly in not requiring pre-payment. It was desirable to make the schools free; of course, if they were to be free, the plan proposed made no provision for enforcing payment. If all who had subscribed had been required to pay in advance, possibly the schools might have been continued, and as before, free to those unable to pay; but as no power was given to the trustees to enforce collection, or to ex-

clude scholars from the schools, no matter how wealthy and able to pay their parents might be, no other result could have been justly looked for than the suspension of the schools after the one quarter. Arrangements have been made, by the School Trustees, with various teachers in each Ward, by which graded schools will be kept in all the Wards, employing as many teachers as the number of scholars will warrant; and the High School will be kept open under the care of the present Superintendent. Of course this is entirely a private enterprise on the part of the teachers, though the schools are still under the supervision and general direction of the School Trustees. The number of scholars allowed to each teacher, the price of tuition, and the examination of the schools being left to them.

We have given these different plans, the only ones as yet adopted, so far as we have learned, for retaining any of the advantages which the public graded schools afford.

P. S. Since writing the above we learn that the plan adopted at Richmond has failed, and teachers have opened independent private schools.

We have received the following communication from Mr. Irvin, Superintendent of Schools at Ft. Wayne. The suggestion is a good one, and if Mr. Irvin would give some sketch of his own operations, the plan he adopts, and the points he urges, very possibly something like a concert of action could be adopted throughout the State, which would result in great good to the cause of education.—Ed.

FORT WAYNE.

FRIEND STONE:—Can we not manage to have this State canvassed by the teachers scattered through it, so that by the next meeting of the Legislature, we may have such an expression from the people as will make demagogues feel that this school matter is not to be trifled with? I am still talking through the country as I have time, and I am more fully convinced, the more I see of the people, that they are prepared for a tax that will support the schools nine months in the year; and it is to be remembered that this county is one of the dark corners of the State. Is it not worth while to make some general movement of this sort? I will try to take care of Allen county if other teachers through the State will do what they can elsewhere. Possibly the present *break-down* may ultimate for the good of the school system. Please present the matter through the *Journal*.

MECHANICAL PHILOSOPHY HUMANIZED.—A public school teacher of Indiana standing upon the *inclined plane* of hard times, is driven down said plane by the compound force of *judicial decisions* and small pay: what will be his velocity on reaching the bottom? also, what time will be consumed in the descent?

Hoss.

WHAT WILL A GLASS OF WATER HOLD?—It is generally thought that when a vessel is full of water any solid substance immersed in it will cause it to overflow, and such will be the case if the substance is not soluble in the water; but the philosophic truth, that in dissolving a body, you do not increase the volume of the solvent, may be proved by a simple and interesting experiment.

Saturate a certain quantity of water, at a moderate heat, with three ounces of sugar; and when it will no longer receive that, there is room in it for two ounces of salt of tartar, and after that an ounce and a dram of green vitrol, nearly six drams of nitre, the same quantity of sal ammoniac or smelling salts, two drams and a scruple of alum, and a dram and a half of borax—when all these are dissolved in it, it will not have increased in volume.

PROBLEMS IN LONGITUDE.—We have received from several of the pupils in Miss Jane Cowen's school, at Warsaw, solutions of the problems in longitude, which were given in the March number. The solutions are accurate and the explanations are expressed in good language, reflecting credit upon the scholars and the school.

THE DELAWARE CO. TEACHERS' INSTITUTE.—We were unable, on account of ill-health, to attend the Institute at Muncie. We should be pleased to have a report it. These Teachers' Institutes are among the most efficient means of educating and improving teachers, but in order to make them most beneficial, it is highly important to secure some person as manager or president, who is familiar with conducting them. We speak of this, lest teachers, from attending a poorly managed Institute, should form an unfavorable opinion of their value.

"The Illinois Teacher" puts the decision of our Supreme Court in mourning. If this State has cause to mourn for anything, it is for the destruction of her Free Schools. It will, we fear, be a long time before they are re-established.

NORTHERN INDIANA TEACHERS' INSTITUTE.—Prof. Henkle has accepted an invitation to conduct the Northern Indiana Teachers' Institute at South Bend, commencing April 26.

OUR QUEEN CITY.—The following description of Cincinnati is, for more reasons than one, a literary curiosity. It occurs in a work second to no other in pretension, published at a subscription of more than one hundred dollars. It so commended itself, or was so puffed, to a late Secretary of the Navy, that a copy of it was added to the library on board every United States ship of war.

This work is entitled—"The London Encyclopedia; Founded on the Encyclopedia Perthensis."—22 vols. royal 8vo. Edited by Thomas Curtiss. Its imprint is so recent as 1845; but the date there is altered like

the denomination of certain bank bills, or the whole title page is newly printed. The production, however, on which it puts a new face did not begin to appear till 1829, and therefore indisputably demonstrates how far London Literati, within a quarter of a century, were posted up in relation to the metropolis of the West.

"Cincinnati, a flourishing post town of the United States, in the North-western Territory, and the present seat, says Mr. Scott, in his United States Gazetteer for 1795, of the American government.

"It is situated on the north side of the Ohio opposite to the mouth of Licking river, and contained at that period, about 200 houses.

"It has a fort, named Fort Washington, which is the grand magazine of stores for the western army, and is large enough to contain three hundred men.

"Cincinnati is seventy miles north of Georgetown, Ky., eighty-two north by east of Frankfort, and 750 west by south of Philadelphia; from which it lies in Longitude 9 deg. 44 min. West—Latitude 39 deg. 7 min. North."

NATIONAL CONVENTION OF TEACHERS AT CINCINNATI.—Teachers throughout the Union meet in Cincinnati next summer and have a jubilee. The occasion which calls them together is the Convention of the National Teachers' Association; the exact time is the second Wednesday in August. Many of the most distinguished educators in the country and in Canada will be there.

OUR EXCUSES.—The *Journal* has been delayed this month much beyond its proper time. We could not avoid it, however. Our printers had engaged new type, and being disappointed in receiving it at the time agreed upon, are unavoidably behind hand. We hope the improved appearance of the *Journal* will compensate for its delay.

REPORT OF THE TEACHERS' INSTITUTE AT MUNCIE.

The first Teachers' Institute held in Muncie, assembled at the Seminary, Monday afternoon, April 5th. J. Truitt was called to the chair, L. W. Jarrett elected Secretary, and T. J. Brady Assistant Secretary. The President and Mr. Bowen, of Indianapolis, made some remarks relative to the advantages derived from teachers thus meeting together. The exercises, consisting of Mental and Practical Arithmetic and Spelling, were conducted by Mr. Wilson, of New Albany, and Mr. Bowen. A Committee on Finance (H. Clarkson, C. W. Moore, and E. T. Johnson,) was appointed.

SECOND DAY.—Exercises were opened with reading and prayer by Mr. Bowen. A lecture on Geography was delivered by Mr. Wilson. Mr. Bowen would teach composition by relating something of interest to his pupils and have them write it out in their own language. He would also

prevail on them to write about things with which they are perfectly familiar, and not call the production a composition, as some would probably be frightened from this useful and entertaining employment if they knew they were performing the much dreaded task of composition writing. Mr. Wilson, in conducting a class in Practical Arithmetic, would not allow books or slates brought to the class.

Afternoon Session.—Mr. Wilson spoke of the great necessity of punctuality on the part of both teachers and pupils. The "Word Method" was discussed by several members. It was suggested that it would be profitable to criticise errors in grammar and pronunciation.

The following resolution was unanimously adopted:

Resolved, That we tender our thanks to Messrs. Bowen and Wilson for their efficient measures in conducting the exercises of this Institute.

THIRD DAY.—Prayer by H. Clarkson. The order of exercises was as follows: Geography, Written Arithmetic, Elocution, Mental Arithmetic, and Spelling.

Afternoon Session.—Vocal Music, Written Arithmetic, and Penmanship. Method of teaching Declamation, by Mr. Benedict. He found this a great task, but had succeeded much better, and thought it more beneficial, to induce pupils to relate, in their own words, all they have been able to learn of a particular country or province. Grammar and Spelling. The following resolution was adopted:

Resolved, That, in the opinion of this Institute, no person who uses tobacco is qualified to teach school.

A few were opposed to the passage of this resolution, because some teachers who were otherwise well qualified, use tobacco. But it was urged that there is greater necessity for such to abandon this filthy practice, since pupils are almost sure to follow the example of a highly respected teacher.

FOURTH DAY.—Devotional exercises conducted by Prof. Dean, of Greencastle. Mr. Dean, in his remarks on teaching Natural Philosophy, recommended teachers to look over the lesson before the time for the recitation, and to require students to recite by topics, without many questions being asked. Mrs. Watson invariably advocated the chanting system of teaching Geography. Further exercises of the morning consisted of Written Arithmetic, Grammar, and Algebra.

Afternoon Session.—The order of business was somewhat similar to that of the previous meeting, with the addition of Phonography and History.

FIFTH DAY.—Prayer by Mr. Dean. The morning was occupied with the following subjects: Natural Philosophy, ably conducted by C. W. Moore. Lecture on the propriety of introducing Music in our common schools, and a lecture on Phrenology.

Afternoon Session.—The following resolutions were adopted:

Resolved, That the Phonetic reform demands a calm, careful, and thorough investigation at the hands of every teacher.

Resolved, That females pursue the same studies and to the same extent as males.

Resolved, That children under ten years of age, should not be kept in school more than one hour at a time, and not more than four hours per day.

Resolved, That a vote of thanks be tendered the citizens of Muncie for the cordial hospitality extended to the members of this Institute.

A motion was made to have a synopsis of the proceedings of the meetings published in the Muncie *Messenger* and *School Journal*.

There were animated discussions on various subjects brought before this Institute. Interesting and instructive lectures were delivered during the evenings of the week, by Messrs. Bowen, Wilson, and Dean.

J. TRUITT, President.

L. W. JARRETT, Secretary.

PHONOGRAPHY.

We clip the following from the Cincinnati *Gazette*, as an illustration of the *glorious uncertainties* of Phonography, and respectfully dedicate it to Brother Henkle, who is well known to be an adept in, and an ardent admirer of, the science.

E. P. C.

"PHONOGRAPHY.—The art of phonographic reporting is the best ever invented, but nevertheless sometimes leads to mistakes. Not long since, a member of Congress was making a speech in which he intimated that truth was much dearer to him than party, quoting the Latin, *Amicus Socrates, amicus Plato est, sed major Veritas*." (Socrates is my friend, Plato is my friend, but truth is much more my friend.) This appeared next day in the report as follows: "I may cuss Socrates, I may cuss Plato, said Major Veritas!"

Again, in a late speech of Senator Bright's of Indiana, the following remarks were made: "Very many of my constituents are cattle dealers." The above sentence, the same reporter improved upon, by turning "cattle dealers" into *cattle stealers*.

PHONETICS.—The Board of Education in Syracuse, N. Y., have adopted Phonetic teaching in all their Primary Schools.

STILL ANOTHER.—The controllers of Girard College have started a trial class of thirty-six boys in their Institution as a test, for their own satisfaction and that of the city schools.

OUR OWN EXPERIENCE.—Last year Mrs. Longley taught one of the Primary schools in this city by the Phonetic plan. We gave the result of the experiment in the *Journal* and in our School Report for last year. This year the same school was placed under the charge of Mrs. S. C. Hall, a lady who had no previous experience in Phonetic teaching. We also introduced the system into another school, where a young lady was employed who had no experience in teaching of any kind, it being her first school. Both schools have been very large, averaging nearly seventy

scholars each. That of Mrs. Hall was much larger than that even, during a portion of the time. Neither of these teachers found any difficulty in the new system, and in both the result was found satisfactory. In Mrs. Hall's school at the expiration of this third quarter of the year there are two classes, which commenced last September, that have made the transition and are reading in the Indiana Second Reader, one of them nearly half through. No other Primary school in the city can present a class which nearly approaches this, although we have some experienced and highly successful teachers.

TEACHERS' INSTITUTES.

J. N. Searce writes us that the teachers of Hendricks county have founded an Institute, which is to meet semi-monthly. Friends, will you present the claims of the *Journal* to the support of the teachers. We are not sending a fair share of copies, this year, to Hendricks.

JASPER CO.—We are in receipt of a report made to an Institute in Jasper county, on the educational condition of that section of the State. The report is signed by E. T. Harding, R. B. James, R. H. Millroy, C. H. Tatman, and that wide awake teacher, G. D. Kent, as committee. We have not room for the whole report, but make the following extracts:

Total number of scholars reported in Jasper county is two thousand three hundred and thirty-six.

The whole number of schools is forty-six, and of these, eight are private or independent. In Lake township no school is reported. Last winter some of the residents of that township sent to school in Illinois, but this season the privilege is denied them.

The average length of the schools is about three months in a year, and nearly two thousand children have attended school some part of the time, but it would be a high estimate to suppose that they had averaged forty days to each scholar, while about seventy have attended, on an average, nine months.

In addition to the foregoing, there are twelve township libraries—one located in each township in the county, except Kankakee, a township recently organized, as follows:

TOWNSHIP.	NUMBER.
Barkley, estimated,	275
Beaver,	146
Gillam, estimated,	225
Hanging Grove,	147
Iroquois,	84
Jackson,	161
Jordan,	163
Lake, estimated,	25
Marion,	465
Newton,	170
Walker, estimated,	93
Washington,	181

Total township volumes,	-	-	-	-	-	2,135
Volumes in County Library,	-	-	-	-	-	300
Mechanics and Working Men's Library,	-	-	-	-	-	374
Total,	-	-	-	-	-	2,809

The average wages of teachers are, this winter, twenty dollars a month and board. The average wages of farmers last summer were about the same as the wages of teachers this winter, while the wages of good mechanics were from fifty to seventy-five dollars.

Amid all discouragements the committee see visible signs of progress, and look confidently forward to the time when Jasper county shall be as well provided with schools as the older and more densely settled portions of the State.

One word about Teachers' Institutes. We fear many teachers confound Institutes with Associations. The two are entirely different and are intended for entirely different purposes. Institutes proper are regular schools for teachers, continuing for a week or more. They are, in fact, abbreviated Normal Schools, and when properly conducted are among the most efficient means for the improvement of Teachers.

BOOK NOTICES.

MCGUFFEY'S NEW ECLECTIC SERIES OF READERS.—A set of this series has been on our table for more than six months, but want of time has prevented us from referring to it before. The series consists of six Readers, preceded by a neat little book of sixty pages, called "The Little Teacher," which is designed for the "word method." Teachers who have used the old series will remember that there seemed to be a gap between the Second and Third Readers, and this remark is equally applicable to other series. The new arrangement has remedied this defect, and we doubt whether the gradation be could made more perfect. The typographical execution of these works has also been much improved. The reading books which we used, when at school in boyhood days, were the "Elementary Reader," the "Western Reader," and "McGuffey's old Fourth Reader."

We have also before us *Hilliard's* four Readers. The character of the reading in his "Fourth Class Reader" is about the same as that in "McGuffey's new Fourth," hence Hilliard's series lacks reading of the kind which is found in McGuffey's first three Readers. It may be Mr. Hilliard's intention to prepare books suited to more juvenile pupils. He says that his Fourth Class Reader "is intended for the use of the lowest classes in our Grammar schools, composed of children of ages varying from eight to ten years." We think a child of eight years rather young to be in a Grammar school. It would be better to *commence* going to school at that age than at *four or five*.

Hilliard's Readers are decidedly good for the ground they are intended to occupy, and the biographical notices that precede the selections in the First and Second Class Readers, should be found in all advanced reading books. The selections in all the four Readers are mainly new.

W. D. H.

SMYTH'S CALCULUS.—Portland: Sanborn & Carter, 1854.—We take great pleasure in calling attention to this work. It treats the subject according to the Leibnitzian or Infinitesimal method, because the author thinks the learner should begin with this method, although a perfect knowledge of the subject requires that it should also be examined according to the views of Newton and Lagrange. The last sixty pages (it contains but 232 pages) is occupied with the application of Calculus to Mechanics, Hydrodynamics, Astronomy, &c., together with the method variations.

We would also refer teachers and mathematical students to *Smyth's Elementary Algebra*, pp. 252, *Smyth's Trigonometry, Surveying and Navigation*, pp. 272 besides the tables, and *Smyth's Analytical Geometry*, pp. 168. The Algebra is a very good text-book for beginners, but it is, perhaps, a little too full for the great mass of pupils who study Algebra merely because it is fashionable. The Analytical Geometry we consider as one of the best on this subject as yet published in this country, and the Calculus is a favorite with us.

W. D. H.

STODDARD & HENKLE'S ALGEBRA.

We have received a copy of this work, which has recently been published by Sheldon & Blakeman, New York. The work, which is mainly the production of Prof. Henkle of Richmond, will be popular with all the readers of this Journal. It is a volume of 440 pages. The attention of teachers is particularly called to the "*classification of Algebraic Symbols*" in Chap. I; the *explanation of Subtraction* and Articles (81), (82), (83), (84), (94), (95), (96), (97), in Chap. II; Articles (112), (113), and (114), in Chapter III; the *demonstration of the rule for finding the Greatest Common Divisor of two polynomials*, in Chap. IV; Article (160) and (162), in Chap. VI; the *general Discussion of the Courier Problem*, in Chap. X; and the *Demonstration of the Multinomial Theorem*, in Chap. XVII. The method of solving questions of the third and fourth degree as set forth in Articles (335), (336), (354), and (355), although *tentative* in its character and not *practically* general, furnishes the means of resolving many problems which have heretofore been considered difficult. This method is considered valuable in an educational rather than in a scientific point of view.

An unusual number of practical examples have been inserted in this volume on the principle that algebraic skill can only be acquired by extensive practice. We heartily wish the work the success which it so highly deserves.

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